



Faculty of Cognitive Sciences and Human Development

# **STUDY OF SCHOOL-BASED MANAGEMENT INNOVATION FOR CUSTOMER SATISFACTION**

**Eva Marie Juan**

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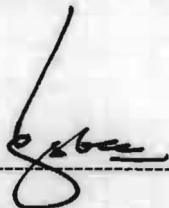
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Date:

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## **ABSTRACT**

### **STUDY OF SCHOOL-BASED MANAGEMENT FOR CUSTOMER SATISFACTION**

**Eva Marie Juan**

Every school or education institute is familiar with the need to constantly improve and address its own stake of problem. In order to gradually sustain its performance with the other competitors, schools in the district strives to improve the learning outcomes of its students and the school quality through educational reform. One of the main responses the government has delivered is the execution and implementation of School-based Management (SBM). SBM is a framework where decentralization takes place in the school's management. This is to subject that the school will be allowed more autonomy in making decisions about the management through the transfer of power and resources ranging from human resources, school administration, financial management and the student body. In Malaysia, the SBM concept was developed with the founding of High Performance School – HPS under the National Key Research Area (NKRA) of education of the 10th Malaysian Plan. In this plan, the cluster and autonomous schools' key feature is the implementation of SBM practices. With the hope that this practice will gear school's decision towards the vision and mission of the Malaysian education system, the schools under SBM are permitted to form innovations that will improve the quality of the school and its students. This study is conducted to investigate the SBM innovation in terms of customer satisfaction under the focus of five domains: the study, the advantages, the disadvantages, the consequences and the ways to overcome issues of school-based management innovation for customer satisfaction.

## **ABSTRAK**

### **INOVASI PENGURUSAN BERASASKAN SEKOLAH UNTUK KEPUASAN PELANGGAN**

*Eva Marie Juan*

*Setiap sekolah atau institut pendidikan mempunyai keperluan untuk sentiasa memperbaiki dan mengatasi isu pengurusan sekolah. Dalam usaha untuk mengekalkan prestasinya dengan pesaing lain, sekolah-sekolah daerah berusaha untuk meningkatkan hasil pembelajaran pelajar dan kualiti sekolah melalui reformasi pendidikan. Salah satu jawapan utama yang telah kerajaan usahakan adalah pelaksanaan Pengurusan Berasaskan Sekolah (SBM). SBM adalah satu rangka kerja di mana peralihan kuasa berlaku dalam pengurusan sekolah. Sekolah di bawah SBM akan dibenarkan lebih autonomi dalam membuat keputusan mengenai pengurusan melalui pemindahan kuasa dan sumber dari beberapa aspek seperti sumber manusia, pentadbiran sekolah, pengurusan kewangan dan badan pelajar. Di Malaysia, konsep SBM telah dibangunkan dengan penubuhan Sekolah Berprestasi Tinggi - SBT dalam rangka Kawasan Utama Negara Penyelidikan (NKRA) pendidikan di bawah Rancangan Malaysia ke-10. Dalam pelan ini, ciri utama "cluster" dan sekolah autonomi adalah pelaksanaan amalan SBM. Dengan harapan bahawa keputusan ini akan diamalkan oleh sekolah ke arah wawasan dan misi sistem pendidikan Malaysia, sekolah-sekolah di bawah SBM dibenarkan untuk membentuk inovasi yang dapat meningkatkan kualiti sekolah dan pelajarnya. Oleh itu, kajian ini dijalankan untuk mengkaji inovasi SBM dari segi kepuasan pelanggan di bawah fokus lima domain: kajian, kelebihan, kelemahan, kesan-kesan dan cara-cara untuk mengatasi isu-isu inovasi SBM untuk kepuasan pelanggan*

## **CHAPTER 1**

### ***INTRODUCTION***

#### **1.0 Introduction**

This chapter consists of 8 sections which are the introduction to this chapter, the background of study, problem statement, objective, research questions, significance of the study, limitations of the study, definitions of terms and summary.

#### **1.1 Background of Study**

School-based Management (SBM) is an effort to reorganize the management of schools to give the authority and responsibility to make decisions on managing the schools primarily to the handlers of the school itself. It is the decentralization decision-making process to those who is responsible for the school management; this includes the teachers and the stakeholders (Murphy, 1997). School-based Management concept was initiated under the implementation of the Educational Development Master Plan (EDMP) 2006-2010 on January 2006 with the aim to provide quality education for Malaysians. Under this plan, a number of potential schools with excellence are selected (Ministry of Education., 2006).

In this practice, autonomous schools are given more authority in administrative procedures ranging from human resources to assets management, funds and student intake (Ministry of Education, 2006; PEMANDU, 2010). This leads to the innovation towards enhancing the quality of the school. One of such school is a daily secondary school in Kota Kinabalu which is the La Salle Secondary School. The purpose of this study is to identify the school's innovation grounded on School-based Management towards the satisfaction of the customers. This study also studies the pros and cons of the School-based Management concept, its consequences and also ways to overcome them. There has not been a study on this particular topic in University Malaysia Sarawak, but there are a few similar studies but of different title done by researchers in other countries such as Briggs & Wohlstetter, 2003 and Gibbons & Silva, 2008.

The main customer of the school in this case is the parents who send their children to study in the schools that practice the School-based Management principle. The key issue of this research is how the customers reacts towards the innovation of allocating lengthy school hours that was resulted by implementing the SBM.

## **1.2 Problem Statement**

Through School-based Management, schools are granted the power and flexibility in managing their own operation and facilities on behalf of the well-being of their students and the entire school (Education and Manpower Bureau, 2006). Therefore, through this intervention, the school can be categorized as the managers as it deals with the running of the organization. One of the responsibilities of the school managers is allocating the school hours where they seem fit and appropriate to supply adequate syllabus. This is due to their proficient knowledge in deciding on the curriculums and instructions for the students (Sihono & Yusof, 2012).

The aim of this study is to increase our understanding on the school's innovation under SBM which creates a tabling factor of its school hours differently

from other schools. In Malaysia, students from primary to secondary level receive free education from the government (Education Act 1996). This contributes to the large number of students from all around the country that causes the lack of schools and facilities to pertain to the over numbered of students. To solve this issue, several schools had divided their sessions into two; the upper level in the early session, and the lower level in the later session. Whilst this may occur, there are also school that utilizes one session system in their management. This is mostly for the schools with adequate classrooms that can fit the entire student population. As this may happen, instead of the normal 7.30 a.m. to 12.30 p.m. school hours, the school has extended the time to a longer period that ends in the evening. Thus, it creates changes in the daily routine of its customers, mainly parents, that has to pick up their child between working hours. This phenomenon is an interesting one and is also ready to be investigated.

This system may not be acceptable to some of the parents due to the inconvenience which thus affects their satisfaction. The parents' satisfaction is equally important as consumer satisfaction as it affects their preference to the school and the dedication to continue sending their children to the particular school (Bhote, 1996; Salisbury et al, 1997; Scheuing, 1995). Jacobs and Lefgren (2007) mentioned in their journal that the parents prefer schools that are good in promoting the satisfaction of the students more than the ability of the teachers to improve their child's academic performance. As the students' satisfaction is also influenced by their household condition, the parents' satisfaction also plays an important role in this program.

This School-based Management system will affect the parents especially on the different type of marital status that they belong to. For parents with both spouses, it is easier for them – if not troublesome – to handle the transportation of their child as they are able to switch responsibilities with one another. As for the single parent, it will seem bothersome to move through places to ensure that the well-being of their child is taken care of, especially if the school hours intercepts with their working hours.

This study particularly looks into the how the customer deals with this system. In this matter, the customers are the parents of the students involved in the extended hour session. Will this system impact the activities and flexibilities of the parents?

Advancing into the issue, apart from the marital status being a variable for this situation, the career status of the parents also plays a part in this matter. Hence, one session system may be difficult for the parents especially the working parents to make way out of their schedule to pick up their children from school in the evening. If this matter is not looked into as it should be, not only can it affect the performance of the working parents in their organization, but the safety of the children is also to be concerned.

There are a vast numbers of researches regarding SBM that emphasized on different aspects but not on the innovation for time allocation. In Ofsted, 2005., quantitative research, he mentioned that parents' satisfaction is highest when school effectiveness and pupils' achievement are very good or excellent. Additionally, Patrinos et. al., 2007, also mentioned that decentralization can improve educational outcomes and increase client satisfaction. Hence, this project is to study if whether the parents are satisfied with the innovation of the school under the SBM management and whether or not the said innovation is effective enough for the customers to be satisfied.

### **1.3 Objectives**

#### **1.3.1 General objective**

To study the School-based Management innovation for customer satisfaction.

#### **1.3.2 Specific objectives**



- i. To study the advantages of School-based Management innovation for customer satisfaction.
- ii. To study the disadvantages of School-based Management innovation for customer satisfaction.
- iii. To study the consequences of School-based Management innovation for customer satisfaction.
- iv. To study the ways to overcome the issues of School-based Management innovation for customer satisfaction.

#### **1.4 Research Questions**

This research addresses a few questions based on the specific objectives.

1. What are the School-based Management innovation for customer satisfaction?
2. What are the advantages and disadvantage of School-based Management innovation for customer satisfaction?
3. What are the disadvantages and disadvantage of School-based Management innovation for customer satisfaction?
4. What are the consequences of School-based Management innovation for customer satisfaction?
5. What are the ways to overcome the issues of School-based Management innovation for customer satisfaction?

#### **1.5 Significance of the Study**

This research studies the effects of School-based Management innovation towards customer satisfaction.

Firstly, this study is significant to the management of schools to understand how the customers feel on the prolonged one session system. The outcomes of this



study can be used for them as a guide in improving the system for the benefits of their clients and also the school.

Secondly, this study is also for the customers i.e. parents to voice out their opinions on the implementation of the school-based innovation. This study also enables us to identify their level of satisfaction for the system. The result of this survey will profit the future managers of the schools to create a better system for the institution as it is extracted from the first hand of view.

## **1.6 Limitations of Study**

This study is only limited to the schools with prolonged one session in Malaysia, thus cannot be generalized to the entire schools. This is because the findings of this study may not be suitable for the other schools beside those in Malaysia. The objectivity of responses on the survey instrument may also be not verified as the respondents may be unwilling to answer truthfully. Lastly, another limitation of this study is that the data is collected from a small sample size. Thus, it might limit the ability to gain accurate results in this study as this small amount of samples do not reflect the overall customer population in the respective schools.

## **1.7 Definitions of Terms**

These terms are defined by the conceptual term and followed by the operational term.

### **1. School-based management**

The systematic decentralization to the school level of authority and responsibility to manage decisions related to school (Caldwell, 2005). School-based management is the innovation to create a structure that

improves quality and development of its body such as a system that lengthens the school hours of the students.

## **2. Innovation**

An innovation is the implementation of a new or significantly improved product (good or service), or process, or a new organizational method in business practices, workplace organization or external relations (Oslo Manual, 2005). Innovation in this study is the effort to make a better system for the students' education.

## **3. Customer Satisfaction**

Judgement of sufficient level of satisfaction offered by a product or service during consumption (Oliver, 1996). Customer satisfaction is a measure of how products and services supplied by a company meet or surpass customer expectation. In this case, it is the parents' evaluation on the implemented School-based management system.

## **1.8 Summary**

Chapter 1 covers the basic of this entire study comprising of the general beginning such as the introduction and how this study primarily come about. It also includes what we are going to discuss as problems and what do we aim to achieve in the end of this research. Besides that, this chapter consists of what questions will be asked in the open-ended survey and to whom this study is aim at. Lastly, this study includes to what extent this study will be limited to and the terms that will be widely used in this research.

## **CHAPTER 2:**

### ***LITERATURE REVIEW***

#### **2.0 Introduction**

In this chapter, the subjects in the study of School-based Management innovation for Customer Satisfaction which are the study of School-based Management innovation for customer satisfaction, the advantages of School-based Management innovation for customer satisfaction, the disadvantages of School-based Management innovation for customer satisfaction, the consequences of School-based Management innovation for customer satisfaction, and the ways to overcome the issues in School-based Management innovation for customer satisfaction is being discussed in detailed. Also, this chapter discusses the past findings of each objective and relates the theories corresponding to this study.

#### **2.1 Study of School-based Management on Customer's Satisfaction**

The effort of the school management plays an important role in ensuring the quality of their students' education is being guaranteed. It is the government's expectation to see that impeccable transformation occurred in schools. Therefore, in

2006, the government has established the Educational Development Master Plan (EDMP) with hope that the people of Malaysia will be given quality education. This plan has given the selected school more authority in dealing with the administrating and management of their school. Though there will be various form of determination to implement the school-based management, the managers of the school should keep in mind the satisfaction of the customers, or in this case the parents of the students.

Caldwell, 2005, said that it is essential for the school managers to emphasis on the fundamental business of the school in their effort to create a positive learning outcome from the students. This includes their participation in the academic and curricular activities, proficient development and the thorough upkeep from the community. In this case, the community support belongs to one of the products resulting from the student's achievement and the community is buildup of concerned parents towards the education of their children. Thus, the parents who are the customers of the schools, should be aware on the innovation implemented by the school under the School-based Management program.

In a school in Kota Kinabalu, Sabah, they have come up with an innovation that lengthens the hours of the school for its students. Instead of the normal 7am-1pm school hour, this school dismisses its students later in the evening by extending another 2 hours of school activities. The effort to implement this innovation has more likely to bear advantages that benefits the students in the school. As opposed to other schools, the students in this eight hours school hours have more insights in their knowledge and vocabulary as they are exposed to extra classes and useful activities. The extra hours dedicated to academic learning and activities make it possible for all students to handle more rigorous academics. In a U.S. Department of Education report, dated June 2004, a teacher of theirs said that, "If children are going to be here for eight hours, they should have a stimulating, beautiful, safe environment—and our building is all of those things." Hence, this type of innovation and thinking has improved the interest of the students' parents to entrust the school with the building of their children. When the

parents agree to the school program, it is safe to say that they are also satisfied with the school ability to propose such amendments.

Afterschool Alliance, 2009, said that about one quarter of children is unsupervised in the afternoon. Not only this causes worries to the parents but it also put the child's safety in danger. Usually when the parents are working, they are unable to pick up their child from school thus their child will stay a little longer in school waiting for their parents. In this case, the child will be provided surveillance from the school until their parents arrive.

Moving on, most children often spend their free time in playing unbeneficial video games or hanging out at the malls with their friends. These activities are correlatively negative for their academic achievement and may affect their proficiency in learning. As a result, more than 2,000 schools now are adding or experimenting with adding 10 to 60 percent more hours to their day and up to 30 more days to their year (Silva & Headden, 2011). They also added that another reason to realize the importance of time allocation in conventional schools – six or so hours, 180 or so days – will be simply not adequate especially for students who are exposed to few learning opportunities and knowledge enrichment outside of school hours.

Therefore, the innovation for school to implement lengthen of school hours under the school-based management program is important for the academic achievement and the well-being of their students. Gibbons & Silva, 2009, said that policy makers and parents tend to evaluate school's effectiveness based on the achievement of its pupils. They also added that parental satisfaction correlates with the pupil's achievement.

## **2.2 Advantages of School-Based Management Innovation for Customer Satisfaction**

SBM emphasizes that an individual school (represented by the teacher, parents, students and other staff members involved in the school management) is seen as the main unit that improves the quality of the school together with the achievement of the students through ways and innovations that are able to be sustained and performed (Patrinós et. al., 2007). This also involves the parental involvement which generates better flow of the school program to ensure that the cooperation from the school community to create successful intervention is being handed out. One of the advantages of the school-based management innovation is that the **school becomes more responsive to the community**, (Neal, 1991). Each school community is different from others, and has different educational needs. Under decentralization, the school family, composed of students, teachers, and parents, writes its own annual school plan and develops its own annual school budget, obliging the school to respond to the educational needs of the students in that school community.

In the case of lengthening the school hour's innovation, in a way the school is responding to the needs of its community. In this contemporary time, parents are almost often unavailable to take good care of their children after school due to the hectic business hours. The extra two hours of school has given the parents the opportunity to entrust the safety and well-being of their children under the care of the school. Instead of leaving their child alone in the house, the parents will not be aware of what their child is doing. While in the school, the teachers and staffs are able to fill the children's extra hours with beneficial learning and extra-curricular activities. Ramaiah, 1990, said a school must not be isolated but should be an institution which receives consistent assistance and support from external parties, especially from parents whom are able to provide support and cooperation in ensuring its' success. Therefore, by gaining support and cooperation from parents is one of the way the schools are able to be more responsive to the community.